

Attracting, Recruiting, and Retaining Educators

The next section of this survey will ask about strategies your district has used to attract, recruit, and retain educators. The following charts will include some examples of “practices” and “strategies.” We are interested in learning about any additional strategies your district uses that may be supported statewide. Use the area at the end of each chart to provide additional information.

Attracting People to the Teaching Profession

Does your district use any strategies to encourage PK-12 students, paraprofessionals, recent college graduates, and career changers to enter teaching as a profession? The following chart summarizes the “Yes” answers provided to these strategies. For example:

- Of the 46 school districts responding from CESA 1, eight school districts indicate they host career fairs that include teaching careers as a strategy to attract people into teaching.
- Of the 348 school districts responding in the state, 51 school districts, that is 14.7%, indicate they host career fairs that include teaching careers as a strategy to attract people into teaching.

Attracting People to Teaching Strategy	CESA												SW	PCT
	01	02	03	04	05	06	07	08	09	10	11	12		
Hosting career fairs that include teaching careers	8	5	5	2	2	3	3	4	10	2	6	1	51	14.7
Using Career Cruising or similar tools to identify and support students interested in teaching	9	18	8	9	10	13	19	9	12	5	12	4	128	36.8
Hosting a chapter of Future Teachers of America / Educators Rising	2	3	1	1	4	1	4	0	0	0	0	0	16	4.6
Offering a mentoring, job shadowing, or teaching assistant program with district teachers	24	38	15	15	18	16	20	12	13	10	20	6	207	59.5
Supporting district teachers who mentor students interested in education careers or serve as advisors to Future teacher/Educators Rising clubs.	8	24	8	7	7	7	7	7	4	7	10	3	99	28.4
Compensating district teachers who mentor students interested in education careers or serve as advisors to Future Teacher/Educators Rising clubs	3	11	6	5	4	6	7	4	1	4	4	2	57	16.4
Offering incentives for district students to return to the district as teachers after completing a teacher preparation program	3	9	1	2	1	0	0	0	0	0	0	1	17	4.9
Offering scholarships or tuition assistance to district students who enroll in teacher preparation programs	4	10	12	6	5	4	7	4	3	5	7	2	69	19.8
Identifying paraprofessionals, substitute teachers, or non-licensed district staff and encouraging them to consider teaching	27	38	11	13	18	20	23	16	14	10	19	8	217	62.4
Offering scholarships or tuition assistance to paraprofessionals, substitute teachers, or non-licensed district staff who enroll in teacher preparation programs	7	10	4	2	3	5	7	3	2	0	1	3	47	13.5
Responding Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Do you employ specific strategies, which are not included in the list above, to attract individuals to consider a career in teaching? If so, describe

CESA 1

Interest-free loans for further education to qualifying staff members
attending recruitment fairs
Use the new WI legislation to attract professionals in high need areas to obtain a teaching license
A caring and supportive culture and promotion of our wonderful community
Partner with Universities for student teachers and identifying hiring needs
actively pursue student teachers
You attend numerous job fairs
WIP Interns
Participating in career fairs
All teachers after a year of service can receive tuition reimbursement for a master's degree
Parent Development

CESA 2

starting the Grow Your Own program for district students
Attend Career Fairs
Promote benefits package to all staff - even temporary
Personal connection and mentorship while in undergraduate teacher preparation programs
Grow Your Own Program
Offer to sponsor student teachers
Word of mouth - encouragement

CESA 3

Host student teachers whenever possible: doesn't help with areas of low supply/high demand
We attend job fairs at Universities to share positives about our district and provide brochures to graduates

CESA 4

Pay more if needed
Constantly recruiting and selling our district.

CESA 5

We are very short on sub teachers. We are offering incentive after 20 days in District.
Being the highest bidder seems to be the only thing that works.

CESA 6

Social Media advertising
Higher compensation, retention bonuses
We pay better than area Districts
Having knowledge because of years of service in WISCOSNIN WE GO GET (OR TRY TO) IF WE HAVE AN OPENING

Starting salary of \$42,000, pay-for-performance in addition to recurring salary increases
classroom aide for HS students at our Elementary

CESA 7

We have helped subsidize current staff who seek licensure in other areas needed in our district.

Estralla Grant; Phuture Phoenix, Tutoring, Peer Mentoring

Recruit college graduates to become teachers

Youth to Youth Program

Increase of the baseline salary

CESA 8

Attended job fair

CESA 9

compensation model based on pd

Encourage existing teachers to invite high quality teachers to our district

CESA 10

We are having conversations about starting a Future Teachers of America Club

NORDA alternate routes to licensure

WECAN

CESA 11

Networking and other similar avenues

We have a great mentorship program for new teachers.

CESA 12

Tuition reimbursement and longer term contracts

Aggressive, targeted, recruitment

Recruiting/Hiring Teachers

Does your district use any strategies for recruiting/hiring prepared teachers for your district? The following chart summarizes the “Yes” answers provided to these strategies. For example:

- Of the 46 school districts responding from CESA 1, four provide incentives for teachers who work in high poverty schools as a strategy for recruiting and hiring teachers.
- Of the 348 school districts responding in the state, 20 districts, that is 5.7 % of those responding, provide incentives for teachers who work in high poverty schools as a strategy for recruiting and hiring teachers.

Recruiting/Hiring Teachers Strategy	CESA												SW	PCT
	01	02	03	04	05	06	07	08	09	10	11	12		
Participating in career fairs.	25	17	6	8	10	9	12	11	14	7	11	2	132	37.9
Advertising qualities of your community.	31	37	16	16	19	21	22	18	15	18	27	9	249	71.6
Advertising qualities of your district.	32	42	16	19	22	22	26	19	15	20	26	9	268	77.0
Using online tools in addition to WECAN and wisconsin.gov to recruit teachers.	31	31	17	13	20	27	15	15	15	16	24	9	233	67.0
Hosting student teachers to develop a preservice to district pipeline.	28	40	17	16	19	22	24	13	13	17	21	6	236	67.8
Selecting strong cooperating teachers for student teachers to develop a preservice to district pipeline.	31	43	19	18	20	22	26	15	12	15	23	7	251	72.1
Hiring paraprofessional supports to assist teachers in high poverty schools.	12	16	8	11	14	14	12	9	6	11	17	5	135	38.8
Contacting educator preparation programs to recruit candidates.	29	34	19	16	16	21	16	15	16	16	25	9	232	66.7
Providing competitive salary/benefits to comparable districts.	33	42	18	20	23	28	26	19	14	21	26	9	279	80.2
Offering signing bonuses for hard to staff positions.	9	15	7	7	4	10	12	4	2	3	6	4	83	23.9
Providing incentives for teachers who work in high poverty schools.	4	3	2	1	0	2	0	1	2	3	1	1	20	5.7
Providing pay differentials by license types.	17	20	9	9	7	16	11	11	4	7	11	6	128	36.8
Paying liquidated damages if coming from another district.	12	20	11	9	7	11	10	10	4	4	6	3	107	30.7
Responding Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Do you employ specific strategies to recruit and hire prepared teachers that are not included on the list above? If so, describe

CESA 1

Word of mouth from our existing educators who love working here

Developed a performance based compensation system

Use Employee referrals or networking to find experienced candidates from other districts

We have developed a culture of caring and support for all our staff and students throughout the district. We work hard at maintaining this culture and hire principals who will expand the culture. Consequently, people want to work here!

network

CESA 2

Residency Incentives and other pay incentives New CESA Here

start at higher level on salary scheduled

We promote good kids and small district.

Hire Early

Pay liquidated damages if a difficult position to fill

CESA 4

We cannot afford to compete. The state needs to go to one pay scale for all teachers!!!! Take this out of local control.

If I know another district that has a highly qualified staff member, I will recruit that person.

CESA 5

Recently we researched the top colleges for ag teachers and we recruited our top candidate from Penn State.

Deep and sustained job embedded professional development

No signing bonus but offered another step to get a great math person for next year

CESA 6

Lots of conversations. Always recruiting

Have a Educational Leadership course at the high school, extra pay above salary/stipend schedule
personal contact, networks

CESA 7

Phuture Phoenix, College tour days, Posting on Community Groups, Associations, Substitute Fairs;
opened hiring of substitute permit

Networking with peer in profession. Contacting other administrators for applicant pools that had depth of professionals.

compensate for years of service for incoming staff

CESA 9

We look for community members who have the attributes to be a good teacher and get them involved in the school and encourage alternative licensure paths.

CESA 10

Give them full credit for years of service, salary negotiations

Continue to focus on excellent health and dental benefit package as well as no-cost/low cost incentives and benefits.

Creating a positive culture and climate within district to learn and teach.

CESA 11

Home purchase in our district incentive

Market Driven Stipends for position shortages.

Retaining Teachers

Does your district use any strategies for retaining teachers for your district? The following chart summarizes the “Yes” answers provided to these strategies. For example:

- Of the 46 school districts responding in CESA 1, 33 provide mentoring/coaching for new teachers beyond the first year as a strategy to retain teachers.
- Of the 348 school districts responding in the state, 270 school districts, that is 77.6% of those responding, provide mentoring/coaching for new teachers beyond the first year as a strategy to retain teachers.

Retaining Teachers Strategy	CESA												SW	PCT
	01	02	03	04	05	06	07	08	09	10	11	12		
Providing mentoring/coaching for new teachers beyond the first year.	33	44	18	19	21	27	26	17	16	21	21	7	270	77.6
Consideration is given to workload/assignments for early career teachers.	28	37	17	16	18	17	24	14	13	14	20	7	225	64.7
Providing professional development targeted to teachers' needs.	35	51	21	20	26	28	29	21	16	23	27	9	306	87.9
Recognizing accomplishments among teachers.	33	50	19	20	22	26	29	19	15	21	26	9	289	83.0
Providing district support to new teachers regarding licensure/Professional Development Plans (PDP).	31	49	21	21	26	28	29	20	15	22	24	9	295	84.8
Supporting the development of professional communities among teachers.	34	45	16	19	23	25	29	19	16	24	26	8	284	81.6
Providing support for teachers to earn specialist credentials or gain master teacher status.	25	38	12	12	16	20	20	14	11	17	21	6	212	60.9
Providing opportunities for teacher leadership.	35	48	18	20	20	27	29	23	16	23	26	9	294	84.5
Assisting teachers in addressing work/life balance.	27	33	12	13	18	18	22	13	12	13	18	8	207	59.5
Focusing on improving school climate.	34	47	21	21	26	27	30	22	16	21	27	9	301	86.5
Implementing Positive Behavior Intervention and Support (PBIS) to reduce behavioral issues.	31	46	15	18	24	25	24	18	14	22	21	8	266	76.4
Providing release time for teacher collaboration.	30	45	17	19	23	27	28	15	15	21	25	9	274	78.7
Offering tuition assistance to add other licensure credentials.	17	34	13	10	12	12	16	13	7	9	6	5	154	44.3
Offering salary incentives to retain staff considering a position outside the district.	21	24	12	12	5	14	10	7	7	9	10	4	135	38.8
Providing competitive salary/benefits to comparable districts.	32	45	19	19	25	27	28	21	15	23	26	9	289	83.0
Offering benefits and incentives to retain.	21	39	12	15	14	21	11	11	13	14	16	7	194	55.7
Imposing liquidated damages for breaking contract.	26	41	19	20	24	23	24	17	15	18	16	6	249	71.6
Responding Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Do you employ specific strategies to retain teachers that are not included on the list above? If so, describe

CESA 1

Recognition of additional degrees and licenses

Practice our theme of "we have a very special place here"

Years of service count towards salary increases

CESA 4

HRA contributions

CESA 5

We are currently working on creating an alternative compensation model, but it has not been put into practice yet.

Treat teachers like professionals

We have instituted a very unique alternative compensation plan that targets district goals and gives incentives to staff for doing what we need.

CESA 6

Inequities in funding issues

Pay advancements for various activities and services with the district and community.

Pay-for-performance in addition to salary increases, \$42,000 starting salary

CESA 7

Use of stipends for project based/difficult to fill areas

Wellness program, sense of community

CESA 10

New Alternate Compensation Plan to reward teachers for leadership in the district

Creating a positive culture and climate within district to learn and teach.

Attracting/Recruiting Pupil Services Professionals

Does your district use any strategies for attracting/recruiting pupil services professionals for your district? The following chart summarizes the “Yes” answers provided to these strategies. For example:

- Of the 46 school districts responding from CESA 1, seven partner with an educator preparation program to prepare pupil services professionals specifically for their school district.
- Of the 348 school districts responding in the state, 64 school districts, that is 18.4% of those responding, partner with an educator preparation program to prepare pupil services professionals specifically for their school district.

Attract/Recruiting Pupil Services Professionals Strategy	CESA												SW	PCT
	01	02	03	04	05	06	07	08	09	10	11	12		
Implementing a “grow your own” pupil services professional model.	14	17	4	6	7	10	10	9	10	3	9	5	104	29.9
Partnering with an educator preparation program to prepare pupil services professionals specifically for your district.	7	12	6	4	4	5	7	2	5	4	5	3	64	18.4
Providing release time from teaching to complete pupil services preparation practicum experiences.	10	17	8	8	8	7	6	4	5	6	16	5	100	28.7
Offering tuition assistance to complete a pupil services preparation program and return to the district.	12	11	5	4	5	11	9	6	6	4	6	3	82	23.6
Hosting pupil services internships, practicum experiences, and residences to develop a preservice to district pipeline.	16	25	7	11	8	14	13	7	5	9	16	2	133	38.2
Providing competitive salary/benefits to comparable districts.	31	41	14	19	23	26	24	20	12	19	23	7	259	74.4
Offering signing bonuses for hard to staff positions.	9	9	6	6	5	7	8	5	2	2	6	4	69	19.8
Providing incentives for pupil services professionals who work in high poverty schools.	4	3	3	1	2	3	0	2	1	2	2	1	24	6.9
Paying liquidated damages if coming from another district.	11	16	8	6	5	10	8	8	4	5	4	3	88	25.3
Responding Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Do you employ specific strategies to attract, recruit, and hire prepared pupil services professionals that are not included on the list above? If so, describe

CESA 1

The same as with teachers

CESA 3

We have few pupil services positions in our school district. School psych is the only one that really falls in this category, and we are trying to retain our staff member.

CESA 5

Contract with CESA

CESA 7

Have not hired this area in a long time but would offer an increase in salary to recruit.

CESA 10

we use CESA services

Creating a positive culture and climate within district to learn and teach.

CESA 12

tuition forgiveness for one semester

Retaining Pupil Service Professionals

Does your district use any strategies for retaining pupil services professionals for your district? The following chart summarizes the “Yes” answers provided to these strategies. For example:

- Of the 46 school districts responding from CESA 1, 24 provide mentoring/coaching for new pupil services beyond the first year as a strategy to retain.
- Of the 348 school districts responding in the state, 219 school districts, that is 62.9% of those responding, provide mentoring/coaching for new pupil services professionals beyond the first year.

Retaining Pupil Services Professionals Strategy	CESA												SW	PCT
	01	02	03	04	05	06	07	08	09	10	11	12		
Providing mentoring/coaching for new pupil services professionals beyond the first year.	24	37	15	17	17	22	18	13	14	15	20	7	219	62.9
Providing support and time for pupil services professionals to engage in Positive Behavior Intervention and Supports (PBIS), Academic and Career Plans (ACPs), and other school programming.	28	39	14	18	18	26	25	16	15	17	18	8	242	69.5
Providing professional development targeted to pupil services professional's needs.	28	43	18	16	20	25	26	16	15	14	21	8	250	71.8
Ensuring a positive working environment in the district to support pupil services professionals.	28	44	19	18	20	26	27	20	14	17	22	8	263	75.6
Integrating pupil services professionals into school/district learning community.	28	44	17	18	21	25	26	19	14	14	21	7	254	73.0
Recognizing accomplishments of pupil service professionals.	25	39	17	18	18	23	24	17	13	16	21	8	239	68.7
Offering salary incentives to retain staff considering a position outside the district.	19	15	10	9	9	12	7	8	5	9	9	4	116	33.3
Providing competitive salary/benefits to comparable districts.	28	40	17	19	22	25	25	19	14	18	21	8	256	73.6
Offering benefits and incentives to retain.	18	29	13	12	11	15	10	11	9	10	11	5	154	44.3
Imposing liquidated damages for breaking contract.	22	30	15	17	18	20	19	15	12	16	11	5	200	57.5
Responding Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Do you employ specific strategies to retain pupil services professionals that are not included on the list above? If so, describe:

CESA 1

the same as with teachers

CESA 5

Contract with CESA

CESA 6

Funding less than other schools makes it difficult to be competitive - not an even playing field.

CESA 7

Separate salary lane for school psychologists

CESA 10

we use CESA services

Creating a positive culture and climate within district to learn and teach.

Retaining Administrators

Does your district use any strategies to retain administrators in your school district? The following chart summarizes the “Yes” answers provided to these strategies. For example:

- Of the 46 school districts responding from CESA 1, 29 school districts assist administrators in addressing work/life balance as a strategy to retain administrators.
- Of the 348 school districts responding in the state, 215 school districts, that is 61.8% of those responding, assist administrators in addressing work/life balance as a strategy to retain administrators.

Retaining Administrators Strategy	CESA												SW	PCT
	01	02	03	04	05	06	07	08	09	10	11	12		
Providing mentoring/coaching for new administrators beyond the first year.	29	35	16	16	22	23	20	11	13	17	20	6	228	65.5
Providing professional development targeted to administrators' needs.	31	45	19	19	21	27	28	18	16	18	26	8	276	79.3
Providing release time for administrators to participate in PLCs, attend conferences, or obtain ongoing professional development.	32	45	21	19	25	24	29	20	16	19	26	8	284	81.6
Allowing administrators to belong to a Professional Learning Community (PLC) outside the district.	30	40	19	17	20	24	23	17	16	19	26	8	259	74.4
Supporting the development of professional communities among district administrators.	29	44	14	17	23	25	28	16	15	18	25	8	262	75.3
Providing district support to administrators regarding licensure/Professional Development Plans (PDP).	28	38	17	18	21	22	24	12	15	16	21	8	240	69.0
Providing adequate support to administrators for implementing educator effectiveness and other initiatives.	32	43	17	19	23	27	28	17	16	19	25	8	274	78.7
Assisting administrators in addressing work/life balance.	29	33	10	15	18	20	23	11	15	13	21	7	215	61.8
Recognizing accomplishments among administrators.	30	39	15	16	23	25	28	18	14	14	25	8	255	73.3
Ensuring a climate in the district to support administrators.	32	42	17	19	26	28	28	19	15	19	24	9	278	79.9
Providing competitive salary/benefits to comparable districts.	31	40	17	18	22	27	26	16	15	19	24	8	263	75.6
Imposing liquidated damages for breaking a contract.	23	30	16	14	19	21	20	13	13	14	16	5	204	58.6
Responding Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Do you employ specific strategies to retain administrators that are not included on the list above? If so, describe

CESA 1

We are all part of a team with each administrator caring about one another. The superintendent is a strong advocate for them with the board

CESA 2

Additional time off during breaks beyond vacation time

CESA 4

We try - but our administrators - like most rural ones - do more for less!!!

CESA 6

Not funded as much as other districts

Ongoing leadership coaching for all administrators

CESA 7

Allow site based decision making

CESA 10

working with Studer Education to provide more coaching for administrators

Creating a positive culture and climate within district to learn and teach.

Attracting Administrators

Does your district use any strategies to encourage teachers or pupil services professionals to consider an administrative position in your school district? The following chart summarizes the “Yes” answers provided to these strategies. For example:

- Of the 46 school districts responding in CESA 1, 11 partner with an educator preparation program to prepare administrators specifically for their school district as a strategy to attract administrators.
- Of the 348 school districts responding in the state, 77 school districts, that is 22.1% of those responding, partner with an educator preparation program to prepare administrators for their school district as a strategy to attract administrators.

Attracting Administrators	CESA												SW	PCT
	01	02	03	04	05	06	07	08	09	10	11	12		
Identifying teacher leaders and providing leadership opportunities in the district.	33	43	18	16	19	25	29	19	14	19	24	8	267	76.7
Implementing a “grow your own” leader model.	25	25	9	11	13	16	22	12	11	12	13	7	176	50.6
Supporting teacher participation in Aspiring Administrator programs.	24	31	12	13	15	19	22	10	13	16	24	7	206	59.2
Partnering with an educator preparation program to prepare administrators specifically for your district.	11	15	5	5	6	4	7	4	4	5	8	3	77	22.1
Offering administrator preparation program residencies in the district.	13	16	5	8	9	8	5	3	5	6	13	4	95	27.3
Providing release time from teaching or pupil services duties to complete administrator preparation practicum experiences.	21	24	10	13	11	11	18	12	10	13	17	5	165	47.4
Offering tuition assistance to complete administrator preparation program, and return to the district.	17	21	10	6	13	13	16	12	8	8	7	4	135	38.8
Provide incentives for administrators who work in high poverty schools.	4	5	2	2	0	3	2	2	2	3	3	2	30	8.6
Paying liquidated damages if coming from another district.	12	19	8	6	3	14	9	8	4	4	5	2	94	27.0
Responding Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Do you employ specific strategies to attract teachers or pupil services professionals to become administrators that are not included on the list above? If so, describe

CESA 1

N.A.

CESA 6

We have a competitive salary and benefit package

CESA 7

offer reimbursement for continuing education coursework

CESA 10

Creating a positive culture and climate within district to learn and teach.

Diversity of Workforce

As the Wisconsin student population becomes more diverse, we are seeking an educator workforce that is representative of our student diversity. Do you employ any strategies to attract, recruit, or retain a more diverse workforce? Responses to “Yes, Describe.”

CESA 1

Postings include related wording

We have an outstanding, inclusive school district that should be attractive to any and all candidates, regardless of gender, race, ethnicity, etc.

Implement Minority Recruitment Plan

job fairs

Targeted advertising and participate in job fairs.

We try to partner with universities to attract diverse candidates for our positions

The District is part of a consortium that hosts a diversity job fair.

developing partnership with HBCUs and developing a pathway for paraprofessionals to become teachers in the district

We provide support/mentoring to all new teachers. In a small number of cases, diversity was brought up by a group of teachers who have formed a group to support one another.

Advertising in different locations

recruitment fairs

attend urban education and bilingual career fairs

attended Closing the Achievement Gap career fair, targeted to diverse candidates

Advertisement in Diversity magazine; advertise nationwide through Top School Jobs, TeacherMatch.

We have hired a Supervisor of Equity to help recruit minority applicants.

Specific Leaders of Color PLC/mentoring group

Ensure the makeup of all work groups are reflective of the community

Within ads posted encouraging all to apply.

CESA 2

Equity department sends representatives to out-of-state colleges to recruit potential diverse candidates.

Multicultural Scholarship, advertise in various publications

Our district has little diversity so we are always looking at ways to balance that and expose students to other areas of diversity.

We hold recruitment events that focus on students and candidates of color. Additionally, we are working to build relationships with minority recruitment advertisers and organizations.

Attending Recruiting Fairs in Diverse Locations

We are working collaboratively with a local business to find creative ways to attract, recruit and retain employees to the District.

Recruit with local agencies

Our vacancy descriptions

CESA 3

We advertise in publications targeted toward minority candidates; we market our districts at job fairs; we have recruited experienced substitutes to go back to school for shortage areas.

National advertising

We often seek to interview candidates who may give us diversity within the classroom

We will hire the best candidate to apply, regardless of diversity.

CESA 4

Hire many Spanish speaking or writing paraprofessionals and teachers.

We work with the Ho-Chunk Nation to identify potential applicants that are licensed and are Ho-Chunk.

Diversity Committee

CESA 5

All candidates are considered for employment. Being a rural school, our candidate pool is sometimes limited.

Our pool of candidates has become more diverse of its own volition which has led us to view the selection process through a new set of eyes.

We are an EEOC employer and hire qualified candidates

We advertise and hire the best candidate available.

When posting our positions the district has sought out candidates with experiences in working with a diverse student body.

CESA 6

Incorporate Cultural Responsiveness into hiring practices; minority networking; urban job fairs

We are an equal opportunity employer and would always hire the best person for the position.

Career fairs without success

use WECAN & advertise in urban, suburban areas

CESA 7

Hiring/Recruiting Employment class for administrators; email postings to minority community groups

Attend job fairs

Utilize WECAN to broaden base of applicants

CESA 8

CESA 8 Education Employment Fair

advertise openings in WECAN

Competitive Salary

CESA 9

grow your own, job fairs outside of community

Specifically target potential candidates to go into teaching.

CESA 10

Post on WECAN interview most qualified

Attend UWEC "Jump Start" program designed specifically for the diverse student population at the university.

Creating a positive culture and climate within district to learn and teach.

put in our ads that we encourage minorities to apply

CESA 11

diversity background and/or experience in teaching in diverse areas is considered in applicant submissions

Diversity training within district

We post and interview as many applicants as possible. We also encourage licensing programs like NORDA to help various staff members obtain a licensure.

CESA 12

Best person for position - based on skill set.

We encourage and invite any and all.